



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING




JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

MEMORANDUM

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

DATE: December 20, 2006

SUBJECT: Approval of 2006-2007 State School Aid Act Section 34 Criteria for Early Intervening Program

The 2006-2007 State School Aid Act, Section 34, appropriated \$400,000 to provide grants to districts for support of schools at Kindergarten through third grade to reduce the number of students referred to special education in later elementary grades and middle school due to academic failure. It is anticipated that this will be the first of five years of appropriation for this initiative.

\$320,000 will be awarded to districts for the first year to develop an early intervening model program for grades Kindergarten through third grade. Three grants (\$40,000 each) will be for the development of model sites of practice. Five grants (\$40,000 each) will be for sites of improvement, to instruct classroom teachers and support staff on how to monitor individual pupil learning and how to provide specific support or learning strategies to pupils as early as possible in order to reduce the need for special education placement.

\$80,000 will be awarded for grants to districts for programs that provide early intervening strategies for pupils in grades Kindergarten through third grade using school-wide systems of academic and behavioral supports that are scientifically research-based.

Attachment A provides details on the grant criteria and the formula for distribution of funds.

It is recommended that the State Board of Education approve the 2006-2007 State School Aid Act Section 34 Criteria for the Early Intervening Program, as described in Attachment A of the Superintendent's memorandum dated December 20, 2006.

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608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

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Criteria for 2006-2007 State School Aid Act Section 34 Early Intervening Program

The State Board of Education has adopted as its Strategic Goal "Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students." In addition, the State Board has adopted the following five Strategic Initiatives to implement the goal:

Ensuring Excellent Educators
Elevating Educational Leadership
Embracing the Information Age
Ensuring Early Childhood Literacy
Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives.

BACKGROUND/PURPOSE OF GRANT

☒ Competitive ☐ Formula ☒ New ☐ Continuation (*check all that apply*)

The primary goal of the grant is to provide support for schools at Kindergarten through third grade to reduce the number of students referred to special education in later elementary grades and middle school due to academic failure.

LEGISLATION

The 2006-2007 State School Aid Act, Section 34, appropriated \$400,000 to provide grants to districts. It is anticipated that this is the first year of a five year program.

Part A

\$320,000 will be awarded to districts for the first year of the grant program to develop an early intervening model program for grades Kindergarten through third grade. Three grants (\$40,000 each) will be for the development of model sites of practice (an ongoing model that provides the early intervening program for pupils and conducts professional development on site for personnel from sites of improvement and other interested schools). Five grants (\$40,000 each) will be for sites of improvement, to instruct classroom teachers and support staff on how to monitor individual pupil learning and how to provide specific support or learning strategies to pupils as early as possible in order to reduce the need for special education placement. A model site of practice shall use the grant funds available to create professional development opportunities on how to provide a successful early learning success model to personnel from sites of improvement and other interested schools. A site of improvement shall use the grant funds to pay for the expenses of obtaining this professional development and other expenses related to implementing an early intervening program.

Part B

\$80,000 will be awarded for grants to districts for programs that provide early intervening strategies for pupils in grades Kindergarten through third grade using school-wide systems of academic and behavioral supports that are scientifically research-based. The strategies to be provided shall include at least pupil performance indicators based upon response to intervention, instructional consultation for teachers, and ongoing progress monitoring. A school-wide academic and behavioral support system should be based on a support team available to classroom teachers to systematically study the needs of the students, and work with teachers to match instruction to the needs of students.

RATIONALE FOR CRITERIA

This grant program supports the State Board of Education Strategic Goal: Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high priority schools and students. Additionally, it will provide assistance to schools using research-based strategies to support student behavior and learning. All schools will be eligible to request assistance, with selection based on building level administrative commitment to school-wide personnel development and school improvement.

CRITERIA

☒ Defined in Legislation ☐ Defined in Department's Grant ☐ Proposed by Staff

APPLICANT MUST:

Part A – Model Site

1. Demonstrate capacity to support and maintain coherence with other programs, demonstrate success and serve as a model site that includes the following:
 - a. The use of a universal screening instrument.
 - b. The use of literacy and numeracy supports, behavior supports, sensory motor skill development, instructional collaboration for teachers and the development of parent/school learning plans.
 - c. Monitoring individual pupil learning, interpreting and analyzing data, and providing specific support or learning strategies to pupils as early as possible to reduce the need for special education placement.
2. Provide professional development for the improvement sites and other interested school groups, to instruct classroom teachers and support staff on how to use the above tools.
3. Include visitation and feedback from the Regional Literacy Training Center in the service area in which the recipient district is located.
4. Use funds for Kindergarten through third grade only.

Part A – Site of Improvement

1. Commit to participation in professional development that instructs classroom teachers and support staff on the following:
 - a. The use of a universal screening instrument.
 - b. The use of literacy and numeracy supports, behavior supports, sensory motor skill development, instructional collaboration for teachers and the development of parent/school learning plans.
 - c. Monitoring individual pupil learning, interpreting and analyzing data, and providing specific support or learning strategies to pupils as early as possible to reduce the need for special education placement.
2. Include visitation and feedback from the Regional Literacy Training Center in the service area in which the recipient district is located.
3. Use funds for pupils in Kindergarten through third grade only.
4. Priority will be based on demonstrated need (above state average district identification rates for learning disabled students); or a percentage of pupils reading below grade level, as measured by the statewide third grade language arts assessment, that is higher than the statewide percentage of those pupils, as determined by the department and on the commitment of district and building administrators and teachers to developing a site of early learning practice that may someday serve as a model site of practice.

Part B

1. Provide early intervening strategies using school-wide systems of academic and behavioral supports that are scientifically research-based.
2. Use a universal screening instrument.
3. Monitor individual pupil learning, and provide specific support or learning strategies to pupils as early as possible to reduce the need for special education placement.
4. Create a school-wide system of academic and behavioral support that is based on a support team available to classroom teachers.
5. Include visitation and feedback from the Regional Literacy Training Center in the service area in which the recipient district is located.
6. Use funds for pupils in Kindergarten through third grade only.

ELIGIBLE APPLICANT/TARGET POPULATION TO BE SERVED BY GRANT

This grant will be made available to local public school districts, including public school academies. The grant will serve Kindergarten through third grade teachers and students.

The target population is Michigan schools/districts with a focus on all teachers and staff as learners, and improved performance of Kindergarten through third grade students as an outcome. This includes students at risk of referral to special education due to behavior or lack of appropriate instruction in reading and math.

TOTAL FUNDS AVAILABLE

\$400,000 in year one of an anticipated five years for grants to local districts to provide support for schools in an effort to reduce the number of students referred to special education in later elementary grades and middle school due to academic failure are available.

OFFICE ADMINISTERING GRANT/PROGRAM CONTACT

Michigan Department of Education
Office of School Improvement
P.O. Box 30008
Lansing, MI 48909
(517) 241-4285